

Circular

OF THE

State Female

Normal School,

AT

Farmville, Va.



1895-'96.
Library
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FARMVILLE, VIRGINIA.

1895-'96.

Richmond, Va. :

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1896.

Calendar.

1896. SEPTEMBER 9, Session begins at 3 P. M.
1897. FEBRUARY 4, Second term begins, 9 A. M.
1897. JUNE 9, Session ends.

No holidays are given at Christmas or Easter.

Board of Trustees.

APPOINTED.

General WILLIAM B. TALIAFERRO, <i>President</i> ,	Ware Neck,	1884.
Col. J. P. FITZGERALD, <i>Vice-President</i> ,	Farmville,	1885.
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Rev. JAMES NELSON, D. D.,	Richmond,	1884.
Hon. WILLIAM LOVENSTEIN,	Richmond,	1885.
Hon. S. S. WILKINS,	Bird's Nest,	1887.
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Hon. GEORGE J. HUNDLEY,	Amelia C. H.,	1892.
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J. F. JEFFRIES, Esq.,	Warrenton,	1895.
JOHN JACKSON, Esq.,	Richmond,	1895.
Judge A. D. WATKINS, <i>Sec'y and Treasurer</i> ,	Farmville,	—

EXECUTIVE COMMITTEE.

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Faculty of Instruction.

[IN ORDER OF APPOINTMENT.]

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Grammar, Composition, and Language Methods.

CLARA E. VICKROY, A. B.,

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FANNIE T. LITTLETON,

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ANNIE WALTON,

Vocal Music and Physical Culture.

LELIA J. HARVIE,

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S. E. PRITCHETT,

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MRS. S. J. HARDY,

Principal of Practice School.

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MISS SARAH P. SPENCER,
Assistant.

MR. B. M. COX,
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DR. PETER WINSTON,
Attending Physician.

The State Female Normal School.

THIS School was established by act of Legislature in March, 1884, the act which created it fixing its location at Farmville. Dr. W. H. Ruffner, who had previously been State Superintendent of Public Instruction, and who during his occupancy of that office had frequently and urgently in his reports to the Legislature advocated the establishment of such a school, was asked by the Board of Trustees to become the head of the School and take upon himself the burden and responsibility of its organization. There being in Virginia at that time few persons familiar with the organization and methods of Normal Schools, Dr. Ruffner was authorized to seek in the North three persons suited for the position of instructors, and his nominees were at once elected by the Board. To this number were added two ladies who were from the South, and who had experience in teaching in our best public school systems.

The course of instruction adopted embraced elementary courses in English, Arithmetic, Algebra, Geography, Physiology, Physics, United States History, Penmanship, Drawing and Vocal Music. To them were added Lectures on School Economy, Methods of Instruction, and Psychology, the whole course of study, subject-matter and methods, covering a period of two years.

Under the energetic and wise management of the School by its Board of Trustees, at whose head was Dr. J. L. M. Curry, the agent of the Peabody Trustees, and owing to the widely extended reputation of Dr. Ruffner who had organized the public school system of the State, the School at once earned the confidence of the people and its class-rooms were soon filled. The next Legislature added to the very meagre appropriation of five thousand dollars, fifteen thousand dollars for additional buildings, exclusive of the annual appropriation of ten thousand dollars for maintenance.

The first year there was an attendance of one hundred and seven pupils, but no graduates. The second session a slightly larger

number with three graduates. At the opening of the second session a Model School was formed and placed in charge of a graduate of the Teachers College of New York city. For three years the increase of students and graduates was steady, and with such instructors as Miss Bush of Connecticut, Miss Miner of New York, Miss Brimblecomb of Boston, Miss Gash of North Carolina, and Mrs. Bartkowska of Virginia, the School became well known throughout the State.

In April, 1887, owing to impaired health, Dr. Ruffner resigned, to resume the work of geologist which he had laid aside to undertake the organization of the School, and the present incumbent was chosen to succeed him. With his administration began the fourth session of the School. The time seemed now fitting to carry out the views which Dr. Ruffner had from the first desired to embody in the course of study, but which circumstances had made impossible to entirely adopt.

The course of study was extended to cover three years, two of academic work and one year entirely professional. The Model School was converted into a School of Practice, and every member of the senior class was required to teach daily in this school, her work being carefully supervised by the several teachers of methods and by an experienced teacher placed in complete charge of this School of Practice.

To carry out the plan the Faculty was increased in number, the academic work was extended to embrace Trigonometry, in Mathematics; Latin and German were soon added; Ancient History was included; good courses in Physics, Chemistry, Astronomy and Botany were outlined, and the English course was extended to cover the ground usually covered by the English courses in the best secondary schools.

This extension of the course of study widened the influence of the School, attracting to it a class of students hitherto seeking other schools. The Legislature of 1888 appropriated fifteen thousand dollars for additional buildings; that of 1892 increased the annual appropriation to twelve thousand dollars, and that of 1894 still further increased the annual appropriation to fifteen thousand dollars, besides giving five thousand dollars for additional buildings. With this more liberal policy of the Legislature, and with aid from the Peabody fund of sums varying from one to two thousand dollars per annum, the school has extended the course from

time to time, erected laboratories for instruction in physics, chemistry and physiology, purchased adequate apparatus for its needs, begun the formation of a good working library, with several thousand volumes already on its shelves, and is doing work comparable to that of the leading progressive normal schools of the country.

Its Faculty now embraces graduates of Vassar, Harvard Annex (now Radcliffe College), the University of Virginia, the Peabody Normal at Nashville, the Oswego Normal School, and two of our own graduates, who afterwards at the Woman's College, Baltimore and at Cornell University continued studies begun here.

With the close of the session of 1894-'95 the total number of graduates was two hundred and thirty-seven, nearly all of whom are, or have been, teachers in the public schools of the State. Of the nearly two thousand matriculates a large number (besides those who have graduated) have carried to the different sections of the State some knowledge of the methods and aims of the school. There is hardly a county or city in the State where one of its graduates may not be found, and no section where its influence has not been felt.

Farmville is a healthful and pleasant town of between two thousand and three thousand inhabitants. It is an important tobacco market, has good society and good schools, and four churches. Its location on the Norfolk and Western Railroad, nearly midway between Lynchburg and Petersburg, puts it in ready communication with all parts of the State.

The main object of the School is to fit students for teaching. It aims to do this—

- 1, By giving them a thorough and scientific knowledge of the common school branches, and such knowledge of other subjects embraced in the course of study as the time will allow.

- 2, By seeking to lead them to acquire a clear knowledge of the mental processes involved in learning, so that they may be able to train and develop the minds of pupils in accordance with the laws of their nature, to strengthen them in every correct habit of thought, and to present such motives as will lead to the discarding of bad habits of body and mind.

- 3, By a system of instruction in methods based upon a knowledge of mind, and of each subject taught, special attention being given to methods of primary instruction, because primary teaching

is deemed the most important and difficult work that the teacher has to do.

4, By giving a knowledge of the actual school, through systematic observation, and many weeks of teaching in the Practice School connected with the institution.

5, By striving to develop a high order of character, independence, self-control, love of learning, faithfulness to duty, and zeal for teaching

Though the School is designed for the the training of teachers, and all students who graduate are required to take the full teachers' course, yet it is believed to offer superior advantages to those who wish merely to obtain a thoroughly useful education.

The present buildings can now accomodate about one hundred and fifty persons as boarders. In addition, students desiring to do so are permitted to board in town with families approved by the President.

The class-rooms are new and commodious, and the chemical and physical apparatus sufficient for the present work.

A well equipped laboratory affords students an opportunity for qualitative analysis; and for the coming session this department will be enlarged by an appropriation from the last Legislature.

A reading-room receives, in addition to daily and weekly papers, about twenty of the leading scientific and literary periodicals. Due prominence is given to the educational journals of the country, and students are referred to, and required to make themselves familiar with, the professional literature of the day as shown in these journals.

Our library is valuable in all departments. It is a working library, not large, but it grows with the needs of the School. The Literature classes are obliged to do a prescribed amount of literary work, and its use is greatly encouraged in all departments. It is particularly well equipped in American History, the aim being to excite special interest along that line. It has been enriched lately by files of the leading magazines as well as the purchase of several hundred dollars worth of books.

Medical attention is given free of charge by a physician chosen and paid by the Board of Trustees.

Admission of Students.

TWO hundred students can be received on State account. These support themselves, but pay no tuition or other school fees. State students are either the regular representatives of counties or cities, or they are persons received as substitutes in place of such representatives as fail to come. Substitutes to fill these vacancies left by non-representation may be received without regard to their place of residence in the State, or to the number who may already have been received from their county or city. Regular representatives, who give timely notice of their intention to come, will have the preference over all others; but all applicants who do not give notice at least thirty days before the session opens must take their chances of getting admission. All State students are required to sign a pledge that they will teach at least two years in the public schools of Virginia after leaving the Normal School. While thus teaching they will receive pay for their services as other teachers.

State students must be recommended by the superintendent of schools of their respective counties or cities.

The applicant for admission will be examined after reaching the institution, not only to decide whether she is prepared to enter, but also to determine the class to which she shall be assigned. Students from Virginia, not wishing to teach in public schools, and non-residents of the State, will be received as pay-students on payment of thirty dollars tuition for the session.

All applicants must be at least fifteen years of age, of sound health, vigorous intellect, and good character.

The President is, however, empowered to make exceptions to the requirement of age in cases of precocity of mind, of unusual attainments, or two sisters applying, one over and the other a little under the standard age.

Literary qualifications for entrance to the first year's work are the following: The ability to read fluently, to write a fair hand, to

spell correctly, and to express thoughts in grammatical English; to solve problems of moderate difficulty under all the ordinary rules of arithmetic, and to demonstrate any ordinary arithmetical principle; to locate the principal cities, rivers, and mountains of the world, and to give the boundaries of any specified State of the Union; to analyze any ordinary English sentence, and to correct ungrammatical English; to describe the leading events in the history of the United States.

Candidates for admission to an advanced grade will be examined in the studies required for admission and all studies of the classes previous to that grade.

Applicants for admission to the Senior Course must be thoroughly prepared on the subject-matter of the studies of the public schools in primary and grammar grades.

The course of study being arranged by terms, persons will be admitted to classes at the beginning of either term, in September or in February. Teachers of public schools are allowed to attend on a basis of their licenses without tuition fees, and may, with profit, attend after the close of their own schools. A number of such have completed a term's course in three months, and thus, while supporting themselves, have fitted themselves for better work.

Course of Study of Academic Department.

ENGLISH.

MISS VICKROY, MISS STONE.

FIRST YEAR.

SECTION B.—Five periods a week.

Grammar.—Outline study of the Parts of Speech, Simple and Compound Sentences. *Composition.*—Oral and written paraphrasing, short original papers, letter-writing, simple punctuation. Dictation. Synonyms.

SECTION A.—Five periods a week.

Grammar.—Pages 1-155 in Whitney & Lockwood's English Grammar, including a thorough study of the Noun, Pronoun, Adjective, Verb, and sentence analysis. *Composition.*—Weekly themes on topics taken from work done in other branches; on subjects suggested by the experience of the student; oral and written paraphrasing.

SECOND YEAR.

SECTION B.—Five periods a week.

Grammar.—Work in the text-book completed; difficult constructions studied. *Composition.*—A weekly theme; some *extempore* writing. Two essays.

SECTION A.—Five periods a week.

Nineteenth Century Literature.—Selections from Longfellow, Tennyson, Irving, Poe, Hawthorne. *Rhetoric.*—Advanced study of Figures of Speech, sentence structure, verse structure, principles of diction and style. Four essays for the term.

JUNIOR YEAR.

SECTION B.—Five periods a week.

Literature.—A brief sketch of the history of English thought, with a critical study of Shakespeare, Milton, Addison, Wordsworth. *Rhetoric.*—Principles of narration, description, and exposition. Four essays for the term.

Throughout the Second A and Junior B classes the courses in Literature and Rhetoric are correlated and conducted so that the one shall illustrate the other. They are combined with instruction in English composition, a number of essays on simple subjects, and frequent exercises in extempore writing. In the Literature courses the aim is to make the student discriminate between the study of Literature and merely cursory reading.

In the Junior B the aim is to give a connected account of the chief writers of the formative periods of English Literature. Each author is made the basis of the study of his period. Throughout the course free class-room discussion is made an important feature of the work.

It is strongly recommended that each pupil become a member of the Literary Society.

SECTION A.—An intensive study of some one period in English Literature, with parallel readings, to alternate with a short study of the world's five great books.

Each pupil before coming to school must provide herself with a dictionary.

HISTORY.

MISS VICKROY.

FIRST YEAR.

SECTION B.—Five periods a week.

United States History.—Period of discovery, settlement, colonial period, Revolution, formation of the Republic, the War of 1812, the growth of political parties during the century, the Civil War, the present political situation.

SECTION A.—Five periods a week.

Ancient Monarchies, Greece and Rome.—A cursory view of the Ancient Monarchies for the purpose of emphasizing the contributions of each to civilization. The study of Greece is closely connected with the history work of the preceding. The aim is to connect thus the ancient and modern periods. *Roman History* (to 476 A. D.).—Regal period, constitutional development of Rome, territorial development, civil strife, establishment of the empire, the early church.

SECOND YEAR.

SECTION A.—Two periods a week.

History of England.—The special aim of this course is twofold: to connect with the teaching of United States History in the First B politically, and to give a general idea of the progress of the English people as preparatory to the sketch of English Literature in the class above.

JUNIOR YEAR.

SECTION A.—*History of the Reformation.*

Throughout the course there are frequent maps and sketches required from the class. The aim of the entire History class is to give a connected view of the growth of political institutions, and to emphasize the practical bearing of all historical teaching.

MATHEMATICS.

MISS PATTESON and MISS HARVIE.

FIRST YEAR.

SECTION B.—Five periods a week.

Common and decimal fractions, percentage and its applications, simple proportion, square root, mental arithmetic parallel with written work.

SECTION A.—Five periods a week.

The fundamental operations of Algebra, simple equations, factoring, multiples and divisors, fractions and fractional equations, simultaneous equations.

SECOND YEAR.

SECTION B.—Two periods a week.

Algebra.—Involution, evolution, quadratics. *Geometry.*—Elementary ideas and definitions, fundamental theorems of Plane Geometry, with original demonstrations.

SECTION A.—Five periods a week.

Radicals, ratio and proportions, arithmetical and geometrical series, logarithms, binomial theorem. *Geometry.*—Plane Geometry finished and reviewed by means of theorems assigned for original demonstration.

JUNIOR YEAR.

SECTION B.—Five periods a week.

Plane Trigonometry.—The geometry of planes, solid and spherical geometry.

SECTION A.—Five periods a week.

Plane Analytical Geometry.

SCIENCE.

MISS LITTLETON and MISS REYNOLDS.

FIRST YEAR.

SECTION B.—Five periods a week.

Geography.—This course includes a brief study of the essential principles and facts pertaining to Mathematical and Physical Geography, and the analytical study of the contents, along with their social, political and commercial relations.

SECTION A.—*Hygiene.*—Two periods a week are devoted to lectures and responsive exercises on the subject. The work is based on a brief outline of the anatomy and physiology of the vital organs of the body.

SECOND YEAR.

SECTION B.—Five periods a week.

Chemistry.—The work is divided into two parts: (1), Laboratory work; (2), Recitation.

Three periods weekly are devoted to laboratory work, each pupil performing all experiments for herself, and receiving personal instruction from the teacher in the use of apparatus and chemical manipulation. By means of this experimental work the pupil studies a number of the elements, and the constitution and classification of chemical compounds. Special effort is made to develop self-reliance and habits of accurate observation.

Two periods weekly are occupied in recitation. The course aims to give the student a fair knowledge of the general principles and laws of Inorganic Chemistry. A short course, involving the theory and some of the practical applications of Organic Chemistry, after the above has been completed.

SECTION A.—Three periods a week.

Physics—Outline of Work.—Constitution and properties of matter, mechanics of solids, mechanics of fluids, and sound. In this course the aim is not only to teach the laws which govern matter, but to awaken in the student an active interest in the phenomena of nature, and to encourage her to learn by experiment how these laws are discovered, and what practical use is made of them. The apparatus used is sufficient to amply illustrate the subject.

JUNIOR YEAR.

SECTION B.—Five periods a week.

Physics and Astronomy.—Physics continued, taught as above indicated. The work done embraces heat, light, and electricity. Most of the experiments are performed by the

pupils. *Astronomy*.—A short course in Elementary Astronomy, with parallel observation work. Mathematics involved no higher than plane trigonometry. Sciopticon and astronomical diagrams used, also a three-inch telescope. Record books kept by each student, showing her observations of sunrise, sunset, moonrise, moonset, position of planets and constellations, and slant of sun's rays.

SECTION A.—1, *Botany*.—Instruction given one term in plant anatomy and vegetable physiology. Work based on observation of pupil. A large compound microscope and small hand lenses used. 2, *Chemistry*.—One term devoted to laboratory work, consisting of, (1), Qualitative Analysis; (2), Quantitative Analysis.

Physical Geography.—The course in this class will be more advanced study of Physical Geography than that treated in the ordinary school text-books. Coming, as it does, at the close of the course in Physics and Chemistry; it is possible, by means of the recent monographs of Powell, Shaler, and others to cover in a limited space and time a course that will inspire to further study.

LATIN AND GERMAN.

MISS RICE.

FIRST YEAR.

SECTION A.—Three periods a week.

This class is designed for beginners. It is, therefore, mainly employed in mastering the forms of the nouns, pronouns, and verbs. The pupils are carefully drilled in translating simple sentences.

SECOND YEAR.

SECTION B.—Three periods a week.

This class takes up the study of the easier Latin writers. Syntax is taught solely from the Latin read in class, comparing, as far as possible, Latin and English. The method of Ascham is closely followed in teaching how to write the language.

SECTION A.—Three periods a week.

A continuation of the work of the Second B Class, using more difficult Latin. Selections are taken from Nepos, Cæsar, and Cicero, and the more difficult constructions of these writers are explained.

JUNIOR YEAR.

SECTION B.—Three periods a week.

Latin poetry and a review of syntax as presented by the best grammarians. One book of the *Æneid* is read, and also one book of Horace's Odes.

There are four classes in German, each reciting twice a week. Much attention is paid to pronunciation and sight-reading. Pupils are required to write exercises and memorize selections from the German poets. Idioms are observed closely and compared with the corresponding English forms. In the lower classes, Sterns "Studien und Plaudereien" and Collar's "Eysenbach" are used. Pupils in the higher classes read Schiller's "Maria Stuart" and Goethe's "Hermann and Dorothea."

FORM AND DRAWING.

MISS COULLING.

FIRST YEAR.

SECTION B.—Two periods a week.

Elementary course in Form—(1), Lines; (2), Angles; (3), Planes; (4), Solids. Rule and compass used in constructions.

SECTION A.—Two periods a week.

One month construction drawing, application in making forms from working drawings and patterns. Three months' object drawing from geometrical and natural objects with curved outlines. Study of light and shade.

SECOND YEAR.

SECTION B.—Two periods a week.

Continuation of object drawing, introducing geometrical and natural objects with straight edges.

SECTION A.—Two periods a week.

1. Study of ancient, mediæval, and modern historical designs, with illustrations. 2. Principles of design, with constant practice in the application of the principles in original designs.

JUNIOR YEAR.

SECTION B.—Two periods a week.

Drawing from casts in charcoal point. Pencil sketching from still-life studies.

SENIOR YEAR.

SECTION B.—One period a week.

Methods of teaching Form and Drawing in primary and grammar grades. Practice in teaching pupils of the Practice School given at each lesson to members of the class. Clay modeling.

VOCAL MUSIC.

MISS WALTON.

FIRST YEAR.

SECTION B.—Two periods a week.

Sight-singing begun. Drill-charts of the H. E. Holt's New and Improved Normal Music Course.

SECTION A.—Two periods a week.

Holt's New and Improved Music Reader.

SECOND YEAR.

SECTION B.—Two periods a week.

Holt's New and Improved Music Reader continued.

SECTION A.—Two periods a week.

Second Reader of the Normal Music Course, Chromatic scales.

JUNIOR YEAR.

SECTION B.—Two periods a week.

Introductory Third Reader of the Normal Music Course. Major, minor and chromatic scales and intervals, at sight and dictation. Two-part and three-part work throughout the course. Special attention to expression and quality of tone in singing.

Physical Culture.

MISS WALTON.

We make it our aim to develop the body into a harmonious whole under the perfect control of the will.

Movements are chosen for physical and physiological effects—to counteract and correct tendencies of abnormal development.

Each class is trained three times a week in groups of from twenty to fifty persons in these exercises. Beginning with simple movements, they progress to more complicated ones as the pupils are prepared for them.

Pupils are daily reminded of the object of these exercises, and every effort is made to prevent the exercises from becoming automatic, as all gymnasium movements must be executed with full volition in order to produce the utmost effort toward physical development.

For these exercises it is necessary that the pupils should provide themselves with a blouse waist, or some style that will allow freedom of motion.

Text=Books.

The School now furnishes most of the text-books, at a rental of two dollars per session for all used. Students should bring with them such text-books as they have. For the information of students and others, the following list is given :

English Grammar,	<i>Whitney & Lockwood.</i>
United States History,	<i>Fiske.</i>
General History,	<i>Myers.</i>
English History,	<i>Montgomery.</i>
Civil Government,	<i>Fiske.</i>
English Literature,	<i>Stopford Brooke.</i>
American Literature,	<i>American Classics.</i>
Latin Language,	<i>Collar's Series.</i>
Arithmetic,	<i>Appleton, White.</i>
Algebra,	<i>Wells, Wentworth, Olney.</i>
Geometry,	<i>Spencer's Inventional, Hill, Wentworth, Wells.</i>
Trigonometry,	<i>Wentworth.</i>
Astronomy,	<i>Lockyer, Young.</i>
Botany,	<i>Gray.</i>
Chemistry,	<i>Cooley.</i>
Mineralogy,	<i>Dana.</i>
Physics,	<i>Gage, Ganot.</i>
Physiology,	<i>Martin.</i>
Descriptive Geography,	<i>Appleton.</i>
Psychology,	<i>Sully.</i>
School Management,	<i>Raub, Holbrook.</i>
Stenography,	<i>Graham.</i>

Industrial Department.

STENOGRAPHY, TYPEWRITING, DRESS-CUTTING.

MISS PRITCHETT.

FIRST YEAR.

SECTION A.—Five periods a week.

One lesson a week is given in the McDowell System of dress-cutting. Four lessons in the use of the Remington Typewriter. Word practice, copying business letters, tabular work, care of machine.

SECOND YEAR.

SECTION B.—Five periods a week.

(Shorthand begins and continues through Junior B.) Principles of Shorthand acquired.

SECTION A.—Five periods a week.

Shorthand, word-signs, phrases, contractions and expedients, dictations for correctness, translation of all shorthand notes, occasional speed exercises, reading (Graham's First Phonographic Reader) twice a week.

JUNIOR YEAR.

SECTION B.—Two periods a week in Shorthand.

Dictations to be transcribed on Typewriter. Typewriting, copying, business letters, tabular work, care of machine.

Professional Department.

PRES. CUNNINGHAM.

MISS COULLING.

MISS REYNOLDS.

MISS VICKROY.

MISS STONE.

MISS HARVIE.

MRS. HARDY.

SENIOR YEAR.

SECTION B.—Methods of teaching Arithmetic, Reading, Language, Form, Geography, and History; History of Pedagogy, School Management.

Observation in Practice School.

The methods are taught by lectures, supplemented by reference to text-books. Students are required to give lessons almost daily in teaching exercises, in which they repeat the teacher's work (according to their several ability) to their own classes, or to classes of children in the Practice School. The History of Pedagogy covers mainly the ground of educational reformers from the time of Comenius to the present day.

Form.—The methods of teaching Form are based on the Prang system. Clay modeling, paper folding, paper cutting and pasting, and the various Kindergarten occupations, illustrative of Form, are an important part of this work.

History.—An intensive view of some one period in United States History will be given, with lectures on History methods.

SECTION A.—1, Psychology and Physiology; 2, Daily practice in teaching in the Practice School.

Psychology is taught with special reference to teaching, and in the study of each faculty the subjects of culture and development receive the largest treatment. The lectures and study of text-books are supplemented by teaching exercises, in which the special point of criticism is the development of the particular faculty under consideration and the observance of educational principles.

SENIOR YEAR,

SECTION B.—The double aim in Professional Geography is to give the students a fair knowledge of Physical and Political Geography, together with their relation to each other and their dependence on Mathematical Geography, and to enable them to teach the subject in the public schools. A limited amount of field work is done, and the members of the class given an opportunity to prepare charts, maps and models for future work.

SECTION A.—The course in Physiology is intended primarily to enable teachers to meet, in an intelligent way, the requirement of the law in relation to the teaching of the subject. The instruction is demonstrated by means of dissection, charts, and microscopic work. Practical work in the chemistry and physics of digestion and respiration is required. Much attention is devoted to the subject of hygienic condition of school and pupil.

School of Practice.

The SCHOOL OF PRACTICE includes one hundred children of primary and grammar grades, taught by members of the Senior Class, in order to afford them an opportunity to put into practice the principles and methods they have learned, and to manifest their natural aptitude to teach. This term of teaching, under the direction of those who are competent to point out defects and suggest their remedies, is, ordinarily, worth more to teachers than other experience, where they are left to discern their own faults and find a way out of them. This is justly regarded as the most valuable term in the entire course. In addition to the subjects required by law to be taught in the public schools, elementary instruction in Vocal Music, Drawing and Physics is given to afford pupil-teachers an opportunity of practice in these subjects also.

The Professional Course for High School Graduates.

Graduates from known High Schools are admitted to this course, and after one year's successful study of professional subjects under the direction of the Faculty are given a diploma.

This course requires one year's study of professional and subject-matter topics, and is designed to supplement the work of the High School, and thereby better prepare this class of students for the best situations in public schools. Students of this character are given all the opportunities that the various departments of this school possess.

The following is an exhibit of the work advised by the Faculty :

1. The didactic studies, as shown in the regular course on the previous page.
2. Such a selection of common branches and higher branches as the program will permit.
3. The reading of professional literature as furnished by the library.
4. Work in the Practice School.

As every year there are students of this grade of scholarship enrolled in the school, such persons are given every privilege and favor that the resources and facilities of the school permit. Special students desiring to enroll for the purpose of giving attention to some one department are, on application to the Faculty, granted such privilege, if their scholarship will permit. Advanced students will find it greatly to their benefit to attend a few terms and give their attention to professional studies.

Miscellaneous Information.

INSTRUMENTAL MUSIC.

For this study no provision is made in the curriculum of the school. Instruction, however, can be had from competent teachers in the town, who charge \$15 per term of four and a half months.

SPECIAL COURSES.

Students who have been teachers, and others of sufficient maturity who are prepared, may take eclectic or irregular courses, provided that the course proposed shall be decided by the faculty to be preferable to the regular course for the object in view. Such students should be at least nineteen years old.

DEGREES.

Students having completed the regular course will receive the degree of "Licentiate of Teaching."

Graduates in the professional course will receive a diploma.

Students in special courses will receive a certificate of proficiency in the studies completed.

EXPENSES.

Tuition, other than for State students, \$15 for term of four and a half months.

State students pay no tuition, and the only charge made them by the school are:

Board, including lights and fuel, \$12 per month, . . .	\$108 00
Washing, per month, \$1.25,	11 25
Use of Text-books,	2 00

Total necessary expenses of session for nine months, . \$121 00

Board and washing payable monthly, strictly in advance. The price of board in private families in town varies somewhat; but good board and lodging, including fuel and lights, can be had at rates very little higher than those of the school.

Text-books are furnished free to all students, but a charge of two dollars per session will be made to cover wear and tear. Stationery and drawing instruments and similar requisites can be obtained at the book stores in town at current prices.

No degree or certificate can be granted any one until all sums due by her to the school are paid, nor will students returning after the summer vacation be at liberty to occupy the rooms previously assigned to them until they shall make the advance payment then due.

REDUCED RATES OF TRAVEL.

Tickets on the Norfolk and Western, and Farmville and Powhatan Railroads will be issued at reduced rates to students of this school, on presentation of a certificate according to a prescribed form duly signed by the President. Each student preparing to come will be provided with one of these certificates on application.

CORRESPONDENCE.

All communications of inquiry, requests for catalogues, etc., should be made to the President, at Farmville.

